



Lost At School Plan B

I received many responses from the *part 1* summary of the book called, "Lost At School, " and had some conversations about it as well. There are also some that are reading the next book called, "Lost and Found" by the same author that goes more in depth of the plan, so I will be interested to read the next book to see how this plan truly works when I have completed the first one.

Something that was discussed was the management piece of this plan. In my opinion, it would be very difficult to implement while teaching. Plan B takes time, patience, and requires digging deep with individual children. I believe these steps are greatly needed to truly reach and help our students, but we must achieve the clearest possible understanding of the issues with the child outside of the classroom first and then implement the plan tailored to the student's individual needs.

Let's talk about Plan B as it is called...

Step One: (Empathy)-Primary goals is to gather information and achieve the clearest possible understanding of the concern from the child's perspective. State the issue in a non-judgmental terms, like: *I notice that you have been getting pretty mad at the other kids today. What's up?* The child is encouraged to describe the problem from their perspective without interrupting them. We should then encourage them to express their concerns, not their solutions.

Step Two: Define the problem-This stage is for identifying two concerns; the student's and the adult's. This step is not the stage for identifying solutions. We should re-state what they said; this lets them know we

heard them and gives them an opportunity to correct us in case we got it wrong. Then, state our perspective/concerns about the problem.

Step Three: Invitation- Invite the child to come up with solutions: “How are we going to fix this?” or “Can you think of a way to solve this that takes into account both of our concerns?” The goal is to develop a solution that the two parties agree is realistic and mutually satisfactory.

To make it a bit easier, the solutions can often be grouped into three categories: 1. Ask for or seek help. 2. Give a little. 3. Do it a different way.

Example: Please help me understand, are you not getting all your homework done because you don’t understand the assignment or because you don’t like the country you have been assigned?

Pro-active Plan B-Where to start???

- The easiest place to start is with what is causing the biggest problem.
- Use the Assessment of Lagging Skills and Unsolved Problems (ALSUP) to identify lagging skills and problems yet to be solved. (More to come another time on this assessment)
- What are the biggest concerns?
- Focus on one area at a time.
- Remember it isn’t easy and it takes time to teach these skills.

The goals for this Plan B is to:

- Improve our relationship with our student.
- Pursue unmet expectations.
- Solve problems.
- Teach lagging skills.
- Reduce challenging behavior.
- Create a helping relationship.

As I stated, learning new ways to respond to behaviors takes time. It also may not always work how we had hoped, the child may not be able to state the problem and/or come up with solutions, we didn’t give it enough time, maybe we took the steps out of order, but with all that

being said, we need to try when we can, but I am also realistic, TIME and WHEN do we do this? As with any change, plan, etc., first we must have some kind of training, we need to have support, time, and we need to conduct this with fidelity to truly implement this or any plan to be successful. Those needs are big shoes to fill and in education, as many of you know, there are many great ideas out there, but there isn't nearly the time, money, or training to make most ideas truly successful. I know that is an argumentative statement, but sometimes, we need to step back and do one thing really well, then go to the next.



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